YEAR 9

Curriculum Information Booklet

A warm welcome to Year 9

Dear Parent / Carer

Welcome back Year 9 for an exciting and challenging year ahead! This year's curriculum will build on existing student strengths and will assist with GCSE Option decisions and courses available in Years 10 and 11.

In this booklet you will find information on all the subjects your child will be studying this year, together with home study and other information which we believe you will find useful. We hope that you will be able to use this information to help maintain and monitor the progress of your child during the year.

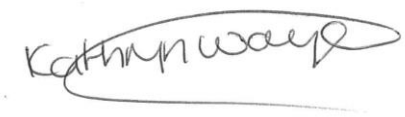
We are keen for parents to keep in regular contact with the tutor as they have an important role in advising, encouraging and monitoring students throughout the year.

The Year 9 Virtual Choices Evening will be held on **Thursday, 25th March 2021**, where you have the opportunity to gather information regarding your child's GCSE Choices. Further information will be sent out nearer the time.

If at any time throughout the year, you feel that you need any further information, or you would like to discuss your child's progress, please do not hesitate to make an appointment with the office to see individual subject teachers or your child's tutor. We are always pleased to hear from you.

We hope that the information in this booklet will help parents and students to plan for a successful time in Year 9.

Yours sincerely



Kathryn Waye
Head of Year 9

Curriculum Information Sheets

The Clere School Curriculum

The Clere School curriculum is highly academic, decidedly challenging and uniquely personalized.

Designed to ensure that all pupils' make exceptional progress and become **respectful**, **responsible** and **resilient** citizens, our curriculum is both traditional and innovative. Despite the relatively small size of our school, we offer a substantially broader academic curriculum than most larger schools.

Students follow a broad, balanced, relevant and differentiated curriculum, which will prepare them for the opportunities, responsibilities and experiences of adult life.

The curriculum enables students to:

- Develop their knowledge, skills and understanding;
- Appreciate human achievement;
- Gain understanding of social, economic and political issues;
- Be aware of the spiritual and aesthetic dimensions of life;
- Develop attitudes, values and beliefs that are reasoned and acceptable within society;
- Develop a willingness to learn and apply themselves to study;
- Develop a sense of self-respect;
- Develop independence of learning fostering the skills and attributes for lifelong learning;
- Be aware of, and be engaged with, local, national and international communities;
- Be aware of their own health and safety and to appreciate the benefits and risks of the choices they make;
- To acknowledge, promote and pass on the core knowledge and skills valued by society to the next generation;
- Prepare for life in Modern Britain. The Curriculum promotes the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for and tolerance of those with different faiths and beliefs and those without faiths;
- Achieve and experience success; to establish sound, constructive relationships; to develop a sense of responsibility for their actions and to share a concern for their own environment and for the world as a whole.

Therefore, we follow the statutory national curriculum which sets out in programmes of study, based on key stages, subject content for those subjects that should be taught to all pupils. This significant aspect of our curriculum consists of English, Maths, Science, Technology, Computing, Modern Foreign Languages, History, Geography, Art, Music, PSHE and Citizenship, PE and RS.

English

English teaching at The Clere encompasses reading, writing and speaking and listening, with students encouraged to debate, to explore issues and ideas, to express themselves clearly and to enjoy reading a wide range of novels, plays and poems.

The Year 9 curriculum begins with an exploration of Conflict Literature, including Wilfred Owen and Siegfried Sassoon's war poetry, and a series of extracts taken from modern prose and drama texts focussing on conflict. The unit focuses on exploring the poetic methods and conventions through an exploration of a range of poetic texts, linked with non-fiction extracts from war diaries, articles and letters. The modern texts studied could include *The Boy in the Striped Pyjamas* or *Noughts and Crosses*, or a drama text such as *Journey's End*. The unit aims to develop close analytical skills, assess students through essay writing and creative writing tasks, and to ensure that students can link the context of a text to its content.

In the second unit students will study a range of classic American Literature including *The Chrysanthemums* by John Steinbeck and short stories by Jack London. The first half of the Spring term will focus on great American literature whilst the second half focuses exclusively on the American Gothic, including a study of the writing of Edgar Allan Poe. This unit is focused on exploring the cultural and literary significance of these texts; close examination of writer's methods and purpose will aim to develop sharp, detailed, analytical and evaluative response in written and creative form. This will ensure that students are fully prepared for the wide range of literary texts required by the GCSE English Literature syllabus.

In the first half of the Summer term, students will explore a range of mystery texts for the unit 'Tales of the Unexpected'. The study will explore how writers use specific generic conventions and language to affect readers. The unit aims to move students securely into GCSE Level analysis of language, genre and context. In writing students will demonstrate their skills in planning and crafting a range of features from the genre into their own work. A range of visual and media texts will also allow for group and class debate. Later in the term, students will prepare, rehearse and perform an assessed GCSE Spoken Language presentation. They will work in small groups of their choice to prepare a persuasive speech entitled 'Don't Get Me Started On'. The presentation will count towards part of their GCSE.

Students are given opportunities to develop and extend their confidence in writing for a variety of purposes. They will experience note taking, diary writing, letter writing, report writing, pamphlets, leaflets, review writing, advertisements, newspaper articles and critical responses to poems, stories and play scripts.

We are passionate about students' reading at The Clere and work closely with our Librarian, to ensure that all students are given appropriately challenging and engaging reading material. To this end, we introduced weekly Library lessons several years ago for all Key Stage 3 students so that students have a chance to read widely and regularly as part of the English curriculum. We use the Accelerated Reader programme to track progress in reading and all students will sit termly STAR reading tests (which assign reading ages) to assess how well they are doing with their comprehension and decoding skills. The new GCSE English examinations require students to have a reading age of 14 years and 6 months to be able to fully access the texts so it is crucial that they read at home as well as in school.

Students are encouraged actively to draft their work in an effort to learn from initial mistakes and to improve their assignments. The use of ICT is encouraged.

Assessment

Students' work is regularly assessed through in-class assignments and Core Assessments through the year. We track progress against the students' flightpath to gauge whether they are performing at expected levels and are sure of achieving their target grades.

Through the year, all students will complete a range of assessments to test their reading and writing skills. They will also practise essential speaking and listening skills and be asked to perform individual and group presentations in preparation for their GCSE Spoken Language assignment and produce a GCSE assessed spoken presentation in the final term of the year.

Enrichment and Extension

Throughout the year the library will provide extended reading list directly linked to the units being studied in class. We encourage students to read from these lists but as widely as possible.

If you haven't found a book you love yet we are sure we can help you find one!

- Read newspaper or magazine articles together and discuss what you've read; http://www.bbc.co.uk/schools/ks3bitesize/english/ is a useful website for revision purposes and to consolidate skills;

- Play Scrabble, watch *Countdown* or complete crossword puzzles to enjoy playing around with language and words;

- Write poems or short stories as a family as a game of Consequences: each person writes a sentence/line of poetry before folding the paper and passing it on!

- Visit the theatre – the RSC has some brilliant productions of Shakespeare plays but any play is a good experience.

As part of our drive towards ensuring that students enjoy reading and writing for pleasure, we regularly enter students for competitions such as the Busta-Rhyme poetry writing competition and the Young Writers Mini-Saga writing competition. Year 9 students also have the opportunity to shadow the Carnegie Book Awards, as organised by our School Librarian.

Mathematics GCSE

Examination Board: AQA
Specification: GCSE Mathematics 100% examination (three papers – 33.3% each)

This specification commenced in September 2015. The grades for the subject are 9-1 with grade 9 being the highest. Grade 9 will only be awarded to the top 2.5% nationally.

Setting

Students will be grouped by ability across the whole year group based on their progress during Years 7 and 8. It is expected that they will be studying at the following levels

Set 1 Higher;
Set 2 Higher;
Set 3 Higher/Foundation;
Set 4 Foundation.

Tiers of entry may change. These tiers reflect the fact that 50% of the higher paper will be aimed at Grades 9, 8 and 7 only.

Programme of Study

This is based on the criteria set down in 'The Mathematics National Curriculum for England'. The teaching programme is organised in 5 strands:

- Number;
- Algebra;
- Geometry and measures;
- Handling Data and probability;
- Ratio and proportion.

Assessment

There is no coursework/controlled assessment in Mathematics at GCSE level. All examinations are taken in the summer of Year 11. 33.3% non-calculator and 66.6% calculator.

Equipment

All students must bring basic writing equipment plus a scientific calculator to all maths lessons.

Suggested Enrichment and Extension

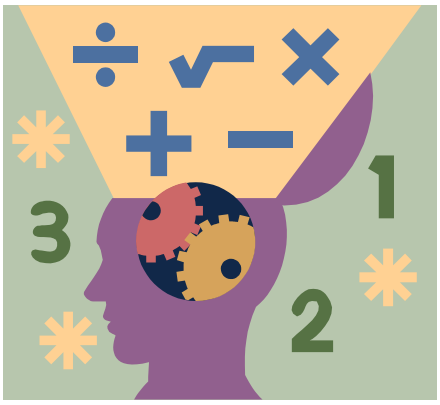
Can we suggest that Year 9 parents encourage their children to use the following online resources to support revision and reviewing of topics:

https://corbettmaths.com/

https://www.bbc.com/bitesize/examspecs/z8sg6fr

https://www.kerboodle.com

All students will be provided with a personal login to 'Kerboodle' which will provide access to all materials used in the course, such as a digital copy of the textbook.



Science

Qualification Aims and Objectives

At The Clere students will be taught either the Combined Science course (Double award) or the Single Sciences where they will attain a GCSE in Biology, Chemistry and Physics. The reasons for studying Science, however, has not changed, indeed if anything the world is influenced more and more by problems with solutions that lie in Science. We believe it even more important that students have a grounding in Science to enlighten them for what lies ahead. GCSE study in the Sciences provides the foundation for understanding the material world.

Scientific understanding is changing our lives and is vital to the world's future prosperity. All students will learn essential aspects of the knowledge, methods, processes and uses of Science. They should gain appreciation of how the complex and diverse phenomena of the natural world can be described in terms of a small number of key ideas that relate to the Sciences and that are both inter-linked and of universal application.

These key ideas include:

- The use of conceptual models and theories to make sense of the observed diversity of natural phenomena;
- The assumption that every effect has one or more cause;
- That change is driven by differences between different objects and systems when they interact;
- That many such interactions occur over a distance without direct contact;
- That science progresses through a cycle of hypothesis, practical experimentation, observation, theory development and review;
- That quantitative analysis is a central element both of many theories and of scientific methods of inquiry.

These key ideas are relevant in different ways and with different emphases in the three subjects.

All students are grouped by ability across the year group based on their progress and ability in Year 7 and 8. Students in set 1 and 2 will complete the higher tier Single science course, whereas those in set 3 will take the higher/foundation single science course and those in set 4 will take foundation combined sciences. Exams are sat in all three subjects. There is no longer a practical element, so all marks are gained in the final exams which are outlined below.

The three GCSE Science qualifications enable students to:

- Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics;
- Develop understanding of the nature, processes and methods of Science, through different types of scientific enquiries that help them to answer scientific questions about the world around them;
- Develop and learn to apply observational, practical, modelling, enquiry and problem-solving skills in the laboratory, in the field and in other learning environments;
- Develop their ability to evaluate claims based on Science through critical analysis of the methodology, evidence and conclusions, both qualitatively and quantitatively.

Students should study the Sciences in ways that help them to develop curiosity about the natural world, that give them an insight into how Science works and that enable them to appreciate its relevance to their everyday lives. The scope and nature of the study should be broad, coherent, practical and satisfying. It should encourage students to be inspired, motivated and challenged by the subject and its achievements.

The key ideas specific to the Biology content include:

- Life processes depend on molecules whose structure is related to their function;
- the fundamental units of living organisms are cells, which may be part of highly adapted structures, including tissues, organs and organ systems, enabling living processes to be performed effectively;
- Living organisms may form populations of single species, communities of many species and ecosystems, interacting with each other, with the environment and with humans in many different ways;
- Living organisms are interdependent and show adaptations to their environment;
- life on Earth is dependent on photosynthesis in which green plants and algae trap light from the Sun to fix carbon dioxide and combine it with hydrogen from water to make organic compounds and oxygen;
- Organic compounds are used as fuels in cellular respiration to allow the other chemical reactions necessary for life;
- The chemicals in ecosystems are continually cycling through the natural world;
- The characteristics of a living organism are influenced by its genome and its interaction with the environment;
- Evolution occurs by a process of natural selection and accounts both for biodiversity and how organisms are all related to varying degrees.

The key ideas specific to the Chemistry content include:

- Matter is composed of tiny particles called atoms and there are about 100 different naturally occurring types of atoms called elements;
- Elements show periodic relationships in their chemical and physical properties;
- These periodic properties can be explained in terms of the atomic structure of the elements;
- Atoms bond by either transferring electrons from one atom to another or by sharing.

Electrons:

- The shapes of molecules (groups of atoms bonded together) and the way giant structures are arranged is of great importance in terms of the way they behave;
- There are barriers to reaction so reactions occur at different rates;
- Chemical reactions take place in only three different ways:
  - proton transfer;
  - electron transfer;
  - electron sharing;
- Energy is conserved in chemical reactions so can therefore be neither created nor destroyed.

The key ideas specific to the Physics content include:

- The use of models, as in the particle model of matter or the wave models of light and of sound;
- The concept of cause and effect in explaining such links as those between force and acceleration, or between changes in atomic nuclei and radioactive emissions;
- The phenomena of ‘action at a distance’ and the related concept of the field as the key to analysing electrical, magnetic and gravitational effects;
- That differences, for example between pressures or temperatures or electrical potentials, are the drivers of change;
- That proportionality, for example between weight and mass of an object or between force and extension in a spring, is an important aspect of many models in science;
- That physical laws and models are expressed in mathematical form.

Content and Assessment Overview

The Pearson Edexcel (9–1) in Combined Science consists of six externally examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Paper 1: Biology 1
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in biology, Topic 2 – Cells and control, Topic 3 – Genetics, Topic 4 – Natural selection and genetic modification, Topic 5 – Health, disease and the development of medicines.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 2: Biology 2
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in biology, Topic 6 – Plant structures and their functions, Topic 7 – Animal coordination, control and homeostasis, Topic 8 – Exchange and transport in animals, Topic 9 – Ecosystems and material cycles.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 3: Chemistry 1
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in chemistry, Topic 2 – States of matter and mixtures, Topic 3 – Chemical changes, Topic 4 – Extracting metals and equilibria.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 4: Chemistry 2
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts in chemistry, Topic 6 – Groups in the periodic table, Topic 7 – Rates of reaction and energy changes, Topic 8 – Fuels and Earth science.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short-answer questions, calculations and extended open-response questions.

Paper 5: Physics 1
Written examination: 1 hour and 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts of physics, Topic 2 – Motion and forces, Topic 3 – Conservation of energy, Topic 4 – Waves, Topic 5 – Light and the electromagnetic spectrum, Topic 6 –Radioactivity.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 6: Physics 2
Written examination: 1 hour 10 minutes
16.67% of the qualification
60 marks

Content Overview
Topic 1 – Key concepts of physics, Topic 8 – Energy - Forces doing work, Topic 9 – Forces and their effects, Topic 10 – Electricity and circuits, Topic 12 – Magnetism and the motor effect, Topic 13 – Electromagnetic induction, Topic 14 – Particle model, Topic 15 – Forces and matter.

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

BIOLOGY
Single Award (3 GCSEs)

The Pearson Edexcel (9–1) in Biology consists of two externally-examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Paper 1
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts in biology
- Topic 2 – Cells and control
- Topic 3 – Genetics
- Topic 4 – Natural selection and genetic modification
- Topic 5 – Health, disease and the development of medicines

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 2
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts in biology
- Topic 6 – Plant structures and their functions
- Topic 7 – Animal coordination, control and homeostasis
- Topic 8 – Exchange and transport in animals
- Topic 9 – Ecosystems and material cycles

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

CHEMISTRY
Single Award (3 GCSEs)

The Pearson Edexcel (9–1) in Chemistry consists of two externally-examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

Paper 1
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts in chemistry
- Topic 2 – States of matter and mixtures
- Topic 3 – Chemical changes
- Topic 4 – Extracting metals and equilibria
- Topic 5 – Separate chemistry 1

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

Paper 2
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts in chemistry
- Topic 6 – Groups in the periodic table
- Topic 7 – Rates of reaction and energy changes
- Topic 8 – Fuels and Earth science
- Topic 9 – Separate chemistry 2

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.

PHYSICS
Single Award (3 GCSEs)

The Pearson Edexcel (9–1) in Physics consists of two externally-examined papers. These are available at foundation tier and higher tier.

Students must complete all assessments in the same tier.

Students must complete all assessment in May/June in any single year.

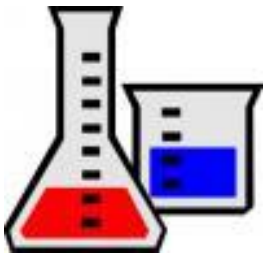
Paper 1
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts of physics
- Topic 2 – Motion and forces
- Topic 3 – Conservation of energy
- Topic 4 – Waves
- Topic 5 – Light and the electromagnetic spectrum
- Topic 6 – Radioactivity
- Topic 7 – Astronomy

Paper 2
Written examination: 1 hour and 45 minutes
50% of the qualification
100 marks

Content Overview
- Topic 1 – Key concepts of physics
- Topic 8 – Energy - Forces doing work
- Topic 9 – Forces and their effects
- Topic 10 – Electricity and circuits
- Topic 11 – Static electricity
- Topic 12 – Magnetism and the motor effect
- Topic 13 – Electromagnetic induction
- Topic 14 – Particle model
- Topic 15 – Forces and matter

Assessment Overview
A mixture of different question styles, including multiple-choice questions, short answer questions, calculations and extended open-response questions.



Modern Foreign Languages

In Year 9, students study German for four 1 hour lessons per fortnight.

We aim to develop a range of language learning skills throughout the year consolidating the skills learned at primary school. Students are introduced to a wide variety of texts and activities, following an integrated programme of speaking and listening, reading and writing. Teachers use a range of working styles, from small groups to paired and individual activities. By the end of the year, students will have a range of vocabulary and, with some support, be able to use spoken and written language to communicate with each other. By the time they begin their GCSE course, we wish students to be able to work independently so in Year 9 we continue to teach key skills and strategies (such as phonics) to support them.

The use of the target language is a key focus for the department, and students will be expected to use German as the main language of communication in the classroom.

Students are now expected to develop translation and prose skills in order to demonstrate their grasp of a foreign language and hone their literacy skills.

In addition to the common course content, students will have the opportunity to learn about everyday life in Germany as well as some German traditions and customs.

Assessment

Student progress in the five language skills – listening, speaking, reading, translation and writing are assessed throughout the year. These skills will be assessed formally at the end of each half term, alongside ongoing teacher assessments. Students will be given a mark which will correspond to the school's Age Related Expectations Flightpath system. Students will have the opportunity to regularly review their learning and set themselves appropriate targets to ensure they make progress.

Homework

Students can expect to receive up to two pieces of homework totalling 30 – 45 minutes' home study per week. This will be in the form of one learning (vocabulary or grammar) and one written homework, which may be research, reading activities, preparation for spoken tasks, or some written work.

How you can support study at home

The greatest support a parent can give to our subject is to reinforce the message of how vitally important it is to learn a modern foreign language in terms of being able to truly appreciate a different culture, developing the young mind and improving employment prospects.

A wide vocabulary is vital for success in language learning. You may support your son/daughter with homework by testing him/her on words learnt in class. Although the 'look, cover, write and check' method works well, students are encouraged to try out different learning techniques. We will explore a variety of techniques in lessons, so please ask your son/daughter about these. Alternatively, it is great practice if students use the recommended MFL websites to consolidate and extend their learning.

If you have time, allowing yourself to be 'taught' what your son/daughter has learnt that week in class, particularly if you have some knowledge of the language in question is very helpful.

Equipment

We recommend the purchase of an **Oxford School German** bi-lingual dictionary. The dictionary is simplified for Years 7 - 9 and Year 10 and 11 with headwords clearly set out in colour and definitions which are well presented and easy to understand. Importantly, all verbs are clearly cross-referenced to a section of verb tables in the centre of the dictionary.

Students will be provided with an A4 class book in which they will do classwork, homework and vocab tests. There will be access to textbooks in lessons, and the Active Learn materials.

Computing

In Year 9 students continue Computing through a framework of lessons that form part of the KS3 knowledge and skill building pathway into KS4 options. Computing technology is a rapidly changing environment. At The Clere our aim is to offer a curriculum that is fluid, adaptable and will give a strong platform for future studies.

The computing national curriculum has 9 strands:

- 5 cover Computer Science;
- 2 cover Information Technology;
- 2 cover Digital Literacy.

In Year 9 the curriculum will focus on 6 of these areas:

NC strands:
Understand how instructions are stored and executed within a computer system; understand how data of various types (including text, sounds and pictures) can be represented and manipulated digitally, in the form of binary digits.

Understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal].

Understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem.

> **Computer science**: Looking at the history of computer development, including the von Neumann architecture. Introducing logic gates and how computers interpret data through the fetch-decode-execute cycle. Data representation of text and sound.
> **Useful link**: BBC Bitesize – Computer Science

NC Strand:
Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions.

> **Computational thinking and programming**: Extending text based programming knowledge through the use of Python programming. Further focus on selection, sequence and iteration.
> **Useful link:** Python (free to download software)

NC Strand:
Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct and know how to report concerns.

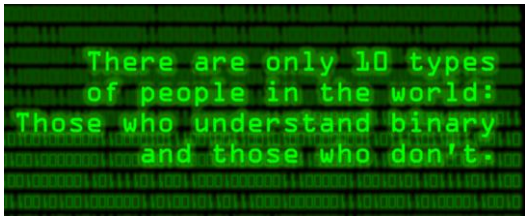
> **Computing in society:** Cultural, social and environmental implications of technology including data protection.
> **Useful link:** BBC- Click BBC Bitesize

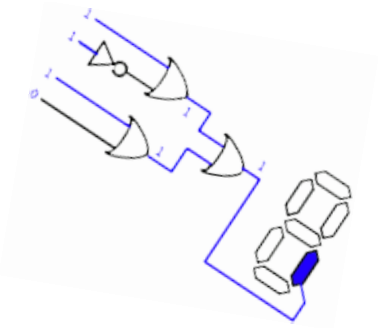
NC Strand:
Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analysing data and meeting the needs of known users.

Image manipulation: Extending knowledge of data representation of images through image manipulation using Photoshop.
Useful link: Photoshop (free 7 day trial) Photoshop tutorials

Assessment

The department makes use of Assessment for Learning which provides the opportunity to involve students in their own learning and progress. Student work is continually assessed through the unit of study and with an end of summary assessment. This is used to support reporting to parents and the development of further learning.





Physical Education

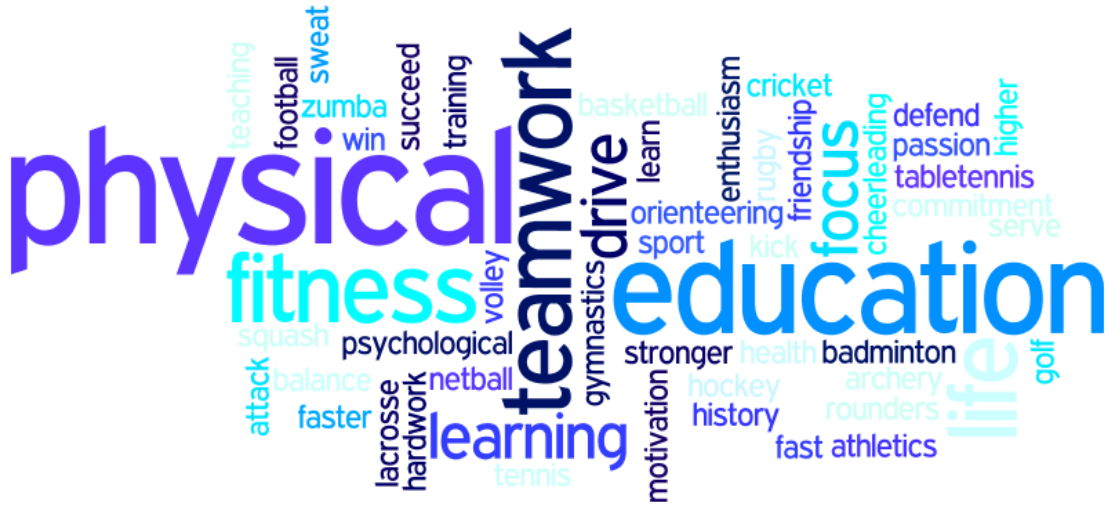
The Clere School's PE department endeavours to encourage and inspire all students to develop their full potential through a broad range of activities.

Physical Education in Years 7, 8 and 9 aim to provide an enjoyable and satisfying programme with opportunities for every student to develop physically, socially, emotionally and cognitively. Lessons are planned by specialist teachers to meet the needs of individual students and encourage active involvement by all as performers, observers and officials. Students learn to develop physical competence and promote skills necessary to effectively plan and evaluate movement and movement related activities, safely and with confidence.

The development of resilience, a sense of fair play and good sporting behaviour are considered to be essential elements of the learning process. Students are encouraged to appreciate their own strengths and weaknesses, and respond appropriately to the needs of individuals and groups. Students are encouraged to develop personal attributes of commitment, fairness and passion with an appreciation of honest competition and good sportsmanship.

Students will also develop an understanding of the benefits of participating in sport and the impact it could have on their health and well-being.

In Year 9, the emphasis is placed on the application of core skills within competitive situations. The Year 9 PE curriculum consists of a programme designed to give the students a greater awareness of academic PE. It builds upon the knowledge developed in Years 7 and 8 and this knowledge is applied to the body systems and Health and Fitness.



Assessment

Students are baseline tested at the start of each academic year and then assessed within each sport during Key Stage Three. Assessment is used to support reporting to parents and the development of further learning.

Extra-Curricular Opportunities

All students who are interested in sport and those who have the ability to perform beyond the expectations of the Key Stage are welcomed to take part in extra-curricular activities. The PE department organise a wide range of extra-curricular clubs, which run at lunchtimes and after school.

Regular weekly competitive fixtures are available throughout the year. We compete in local leagues and are involved in competitions that can take the students up to county and national levels of performance.

The department also lead Ski Trips as well as a Netball and Football Tour. We also offer the opportunity for students to go and watch national and international events in certain sports.

Facilities

Sports Hall, Gymnasium, Fitness Suite, extensive fields, basketball courts and tennis courts.

Design & Technology

In Design & Technology lessons in Year 9 students will learn about designing and making products. They will develop their design and technology ability with a series of structured projects that will teach them a range of skills and extend their topic knowledge. The course will be delivered using a range of design and make projects. These projects will be taught on a carousel arrangement, with students spending a term in food and two terms in Design and Technology.

For one project students will design and make a wooden storage unit. They will put what they have learnt in Year 7 and 8 into practice as they get more freedom to design a product to match their own brief. Typical products could be jewellery boxes, gadget tidies, boxes for phones and accessories.

Homework

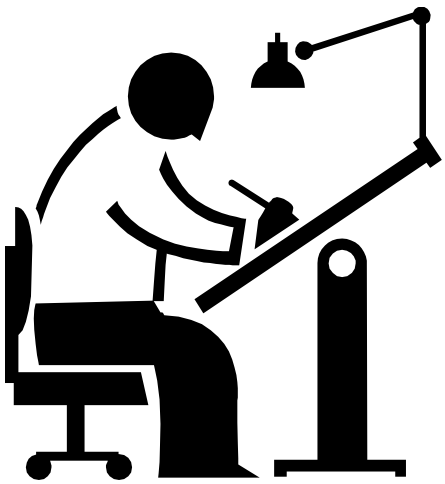
Students will be set a variety of tasks. Sometimes this will be completing a piece of design work. At other times it will be a piece of research work or learning some of the theory work covered in lessons.

Assessment

Students will be assessed on their work so we can monitor their progress throughout the course. Assessment will be made up of subject knowledge, designing capability and making skills.

Enrichment

As part of teaching children to design products we ask them to evaluate the design of existing products. It would be a great enrichment activity for you to encourage them to look critically at the design of products that they use or encounter in their daily lives, whether it is a simple object such as a mug or a pen, or a complex piece of furniture or machinery. Encourage them to consider questions such as: Does it work well? Is it comfortable/safe/easy to use? Is it attractive? How could it be improved?



Eduqas Level 1/2 Award in Hospitality and Catering

This course prepares students for the Eduqas Level 1/2 Award in Hospitality and Catering. It is intended to be a practical and creative course which focuses on providing students with necessary practical skills and nutritional knowledge. The national curriculum programs of study for Key Stage 3 Cooking and Nutrition are covered and the course features an end of unit Food Preparation Task linked to the core topics delivered in Years 10 and 11:

1. Food, nutrition and health.
2. The Hospitality and Catering Industry.
3. Food safety.
4. Food choice.
5. Food provenance.

National Curriculum Requirements at Key Stage 3

- ✓ Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.
- ✓ They should work in a range of domestic and local contexts, such as the home, health, leisure and culture, and where possible industrial contexts.
- ✓ Students will be taught to prepare and cook a range of nutritionally balanced dishes safely and hygienically.
- ✓ The course aims to extend students' knowledge and understanding of food, diet and health, further developing their practical skills in food preparation and different cooking techniques enabling them to make informed decisions about their own diet and food choices.

Practical Cooking Lessons will include the following:

Savoury dishes that meet the guidelines of the Eatwell guide.

Adapting products to meet the nutritional requirements of teenagers.

Nutritionally balanced multicultural foods.

Use of high risk ingredients.

Producing suitable dishes for a wide range of special dietary requirements.

Use of local and seasonal foods.

Geography

In Year 9 we continue the journey of understanding our world around us developing our key geographical skills. Much of the skills and knowledge needed for GCSE has been embedded in the learning of students in preparation for KS4.

Programme of Study

Autumn Term:

Location Study – India - growth of country and population, comparison with other countries studied, urban growth.

Globalisation - compare India with China, business growth, NICs, MNCs.

Spring Term:

Tectonic Hazards – structure of the earth, tectonic boundaries, earthquakes, volcanoes, tsunamis.

Glaciation - Arctic, Antarctic, depositional features, erosional features.

Summer Term:

Climate Change - natural and human causes, effects, implications and solutions – the future.

Ecosystems geographical enquiry - Impact of humans on ecosystems – main focus Rainforests.

Assessment and Additional Support

Students will be assessed on the work produced in class and for homework and at the end of each unit there will be an assessment.

Suggested Extension and Enrichment

To be a strong geographer having a good awareness of current affairs and events around the world is essential, watching the news, weather forecasts, nature programmes and current affairs.

History

In Year 9 we continue our study of British History, but focus on Britain's relationship with the wider world through a study of the origins and development of the British Empire before turning to topics on 20th Century conflicts such as the World Wars and Cold War.

Programme of Study

Autumn Term:

British Empire: what is an Empire, how was the Empire governed and how did it end?

British Empire Case Studies: India, Australia, New Zealand and Africa.

Spring Term:

World War 1: what were its causes, main events and impacts, and how did it end?

Summer Term:

World War 2: what were its causes, main events and impacts, and how did it end?

Conflicts after 1945: what other issues caused conflict after the end of WW2?

Assessment

Students will be assessed on the work produced in class and for homework

Sandham Memorial Chapel gives a good insight into life in the First World War and The Imperial War and at least once each half term a formal assessment is completed that is marked according to students' flightpaths.

Suggested Enrichment and Enrichment

Museum, London, has excellent galleries on the history of the World Wars. There are also many documentary resources and wider reading available through the BBC.

Religious Studies

Students in Years 7 – 9 study a wide range of themes and topics chosen from the Hampshire Agreed Syllabus and Edexcel Religious Studies GCSE specification. The modules are chosen in order to provide a balance between Philosophical and Ethical debate while discovering more about the beliefs and values of the religions adhered to in our own country and across the globe.

In Year 9 students cover the following key questions – so it is always useful to talk to your child about these.

- What does Christianity teach about equality?
- Is war ever justified?
- How do Christians respond to crime in society and those who commit crime?
- Is it ever right to take someone's life?

Assessment

As well as home study tasks students will complete an assessment task for each module. These pieces will be marked to reflect the new GCSE grade descriptors.

Additional Information

The Hampshire Agreed Syllabus *Living Difference* is concept-based and taught in a manner that encourages pupils to draw on their own opinions and experiences in addition to the topic material presented. In addition, students are encouraged to develop empathy and to be able to appreciate the perspectives and beliefs of others. Healthy argument and debate are also used to foster confidence and to consolidate learning.

Suggested Extension & Enrichment

I would encourage further research of topics, concepts and religions using the BBC News website or BBC Religion and Ethics website.

I would also suggest that students are given the opportunity to watch the daily news, read newspapers and discuss at home issues that are of importance to society i.e. euthanasia, peace and conflict, observing religion, how you should live a 'good' life.

Personal, Social & Health Education (PSHE)

In PSHE we aim to cultivate students' spiritual, moral, social and personal development by promoting the importance of responsibility, integrity and community. We believe this will allow for the development of confident, articulate citizens who are able to offer a diverse and adaptable range of personal, social and academic skills to the wider community.

Programme of Study

Autumn Term:

Emotional Well-Being, Healthy Lifestyle, Risk & Safety.

Planning for the Future: Money & Me.

Spring Term:

Identity & Communities.

Laws & the Justice System.

Summer Term:

Relationships & Sex Education: Facts and Feelings.

Assessment & Additional Support

Students will be assessed on the work produced in class and at least once each half term a formal assessment is completed that is marked according to students' flightpaths.

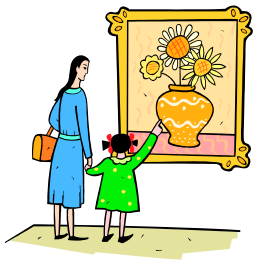
Suggested Extension & Enrichment

Talk about the issues covered in PSHE lessons as a family, as it is likely that there will be a variety of different opinions about different issues. Watching the news together is an excellent prompt for discussion of local and personal issues.

Art

In Year 9 students will have one lesson of Art per week. Your child will have the opportunity to use a variety of materials including pencil, oil pastel, charcoal, wax, ink, paint, collage, papier-mâché, clay, and batik throughout their Key Stage 3 experience.

There will be three to four projects set during the year (at least one per term). In theme based projects students will explore the formal elements of line shape, form, tone, colour, texture and space through drawing, painting and sculpture. Home study will normally be set as continuation work linked to current class activities.



Year 9 is a preparation year for GCSE. Half way through the year students will decide if they wish to continue with Art in Years 10 and 11. Some work done in Year 9 can be used towards the GCSE portfolio giving students a head-start.

Assessment

Assessment will take place at the end of each project. The National Curriculum provides guidelines for assessment criteria which the Art Department will record and share with the students. All assessment developments will be recorded in their booklets.

Art teachers will award grades and interim levels to students for individual pieces of work but they will be aware that these levels can go up and down as students try new materials and techniques. Final levels will be based on the complete project. We will always encourage interested students to extend projects beyond the minimum requirement and we are also keen to see any artwork unrelated to school.

Equipment

Students must have a school sketchpad/file for their art projects. These can be purchased in the classroom at the start of term. These sketchpads will be used in class and for home-works. Students must also be equipped with basic drawing materials and a large old shirt for painting etc.

Extra-Curricular Activities

Art teachers are generally available after school to give advice and assistance, and teaching rooms are available for the continuation and completion of work during lunchtime and some evenings after school. There may also be out of school visits relating to projects being undertaken.

Suggested Extension & Enrichment

Taking your son or daughter to an Art Gallery is a great way for them to be inspired by great works of famous artists. Have a look at your local arts centre or theatre to see if there are supplementary art classes you could attend. You could learn pottery, glass blowing or textile work.

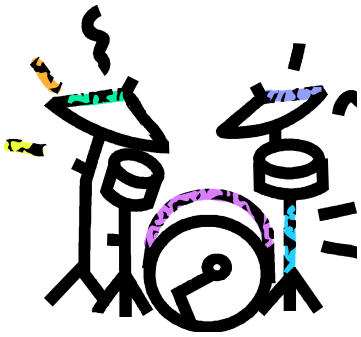
Performing Arts

All students in Year 9 are taught Performing Arts that include Music, Drama and Dance on a rotation. Students receive one lesson every other week of Music following the National Curriculum Key Stage 3 programme of study. Drama and Dance are on a termly rotation and students receive one lesson every other week.

The following areas are explored in Year 9 through a wide variety of practical tasks within units of work delivered each term across the year. Each unit of work develops various skills within the three Performing Arts disciplines that strengthens and reinforces topics covered in Year 7 and 8 and prepares students for later study of the Performing Arts or an individual discipline.

Autumn Term:

Music: Film Music.
Drama: Haunted House – an introduction to dramatic techniques.



Spring Term:

Music: Popular Music,
Dance: Urban / Street Dance,

Summer Term:

Music: The Beatles (The Best of British Performing Arts Brief),
Drama: A Journey Through Time and Space (May-June),
Dance: British Contemporary Dance (June-July),

Assessment

Assessment ***for*** learning takes place continuously in the form of target setting and advice to develop your child's work as they complete tasks during each unit, supporting their learning. Assessment ***of*** learning is the formal assessment that will take place at the end of each unit.

Enrichment Activities

Please encourage your child to take an active part in the Performing Arts Department through the extra-curricular activities available during lunchtime and after school. We currently run: Choir, Rock Club, Performing Arts Club and Dance Club.

Instrumental Tuition

We offer a tuition on: strings, woodwind, brass, drum kit, keyboard, piano, voice, guitar and bass guitar. Students receiving instrumental tuition are encouraged to take part in at least one extra-curricular activity once an adequate standard has been reached. Further details are available from Mrs Kirton.

Instrumental Exams

Students can be entered for external music exams in consultation with their instrumental teacher and Faculty Leader. Students receiving lessons outside of school may also be entered.